

The Use of Code-Mixing performed by EFL Student Teachers and Lecturers at STAIN Kerinci: A Qualitative Study

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Abstract: This research reviews the use of code-mixing performed by students and lecturers in STAIN Kerinci, Jambi. Using qualitative approach, with some observations and interviews as the data collection technique, the researcher explores students and lecturers' motivations in demonstrating code-mixing. The researchers also gather their perceptions toward the employment of code-mixing in speaking subject. It is found that there are some problems that make the students and lecturers turn to code-mixing during learning process. In fact, it because such phenomenon eases the learning process itself. Based on the discussion and conclusion, although code-mixing has positive impacts on the participants, the researcher suggested that the lecturer should use English frequently and keep controlling and motivating the students to acquire English more.

Keywords: Code-Mixing; English Lecturers; Motivations; Speaking; Student teachers;

INTRODUCTION

Speaking is known as one of English skills that student teachers need to acquire. In learning speaking skill, student teachers are also learning about English components such as grammar, vocabulary, as well as pronunciation. If one of the components is missing, it will lead to problem that lecturers might face such as student teachers are reluctant to speak English and they will not perform well in English classrooms. This condition will bring unsuccessful learning experiences for student teachers in the classrooms.

In Indonesia, English is considered as a foreign language. Consequently learning English only acts as foreign language and it provides less support from environments for students to learn and get English input more because most of people here use Indonesian language to communicate in their daily basis.

It commonly happens in a speaking class, both student teachers and lecturers use both English and their first language to icebreak the situation in which they are not able to fully use English in learning activities in the classroom. The interference between first and second languages in some cases will confuse student teachers to practice their English. Those circumstances mostly drive students to use different language when speaking. This situation is called code-mixing (communicator mix two language in one conversation (sentences and phrase). Code-mixing or code-switching is the use of two or more languages or varieties of the same language during oral or written discourse (Skiba, 1997).

Code-mixing is widespread phenomena in bilingual communities where speakers use their native tongue and their second language in different domains. It is perceived by some as a less ideal language behaviour of an incompetent bilingual (Boztepe, 2003). However, it is not always the case where each distinct language is exclusively used in one

particular domain. The phenomenon of code-mixing is also exist in STAIN Kerinci, Jambi especially in department of English. Based on pre-research observation, this case happened in almost every class at third semester students. Sometimes, the lecturers explained a lesson almost ninety percent in Indonesian language. The facts above trigger the researcher to conduct a research related to code-mixing in English speaking subject in STAIN Kerinci, Jambi.

The nature of code mixing

Code mixing is the mixing of two or more languages or language varieties in a speech (Oladosu, 2011). Some scholars use the terms "code-mixing" and "code-switching" interchangeably, especially in studies of syntax, morphology, and other formal aspects of language. Code-switching not only defines a speech style which visibly follows grammatical constraints, but also one where pragmatic and socio-linguistic constraints are respected (Cantone, 2007). In sociolinguistic term, code mixing or language alternation are used to describe more stable situations in which multiple languages are used without such pragmatics effects. In other definition, Hamers and Blanc (year?) stated that code mixing is the use of elements of one language in another language. It is the transition from using linguistic units (words, phrases, clauses, etc) of one language to using those of another within a single sentence. Code mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. Code mixing is an ordinary phenomena in the area of bilingualism

According to Hamers and Blanc, 'Code-mixing' and 'code-switching' are considered as signs of incompetence in using a language. As mentioned previously, these phenomena may influence bilingual's language positively (Eunhee, 2006).

Muysken (year?) in his research mentioned that code-mixing in fact can help people understand language interaction, yielding a new perspective on central aspect of the human linguistic capacity. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used to avoid a misunderstanding between persons who has bilingual language.

Motivation of code-mixing

The term of motivation in this research refers to the sociological, environmental, linguistic and cognitive factors that necessitated or influenced the production of mixed languages. According to Bathia and Ritchie (2006) There are several motivations in code mixing, they are , first, Intrinsic Factors which generate code mixing such as quotations, reiteration, topic comment or relative clauses, hedging, interjections and idioms and deep rooted cultural wisdom. Direct quotation or repeated speech triggers language mixing among bilinguals cross linguistically. Then, Situational Factors which view that some languages are more suited to a particular participant/social groups, setting or topics than others. They also postulate that social variables such as class, religion, gender and age can influence the pattern of language mixing both qualitatively and quantitatively. When a bilingual code mixes, there is the tendency of lack of facility in one language when talking about a particular topic. A bilingual code mixes when there are no appropriate translations for the vocabulary needed.

Thirdly, Societal factors which seem to be the most influential of the factors which trigger bilinguals' code mixing. Romaine (n.d) stated that a bilingual may switch for a variety of reasons. They may switch back and forth in order to redefine interaction as appropriate to a different social arena, or to avoid, through continuous code switching (intra-sentential), defining the interaction in terms of any social arena. There are some situational factors related to society that influence the employment of code mixing. The factors are such as interlocutors, physical setting, other social variables like social status, race, age, etc affect people's utterances considerably. In addition to that, bilinguals may mix and switch their languages in accordance with variety of situations. Various situations (settings) may be restricted with respect to the participants who may be present, the physical setting, the topics and functions of discourse and style employed.

The nature of speaking skill

Jones stated that "speaking is form of communication". In speaking, people are not only producing sound but also achieving goals i.e. transferring message across. According to Robert Lado (1957) "speaking skill is the ability to speak foreign language without doubt the most highly prize language skill, and rightly so. The ability to speak a language will greatly expedite and facilitate learning to write it yet testing the ability a foreign language is perhaps the least developed and least practiced in the language testing field"

Speaking skill requires accuracy (pronunciation and grammatical/ lexical accuracy); appropriacy use of language generally appropriate to function; range-the ability to express oneself without overtly having to search for words; flexibility the ability to take the initiative in conversation and to adapt to new topics or changes of direction, and size-most contribution may be short (Hughes, 1989). However, some evidence of ability to produce utterances that are more complex and to develop these into discourse should be manifested. It implies that learning to speak competently is a complex task that should be fulfilled by learners, not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately but also practice using these features more freely in purposeful communication. Brown then, proposes five categories that should be considered in assessing students speaking skill such as pronunciation, grammar, vocabulary, fluency, and comprehension (Daughlas, 2004).

Harris (1974) states that speaking is a complex skill requiring the simulations use the different abilities, which often develop at different rate. He printed out five components generally recognized in analysis of the speaking process. They are (1) Pronunciations (including the segmental features of vowel and components and the stressed and intonation patterns), (2) Grammar (the ability of use sentences in general and structural use), (3) Vocabulary (it relates to write and appropriate prove use of words), (4) Fluency (speaking smoothly, without hesitating or repeating too much), and (5) Comprehension.

Speaking is one way of communication between one people to another. Through communication. Furthermore, Brown also defines that speaking is a productive skill that can be observed directly and empirically (Daughlas, 2004). Speaking generally involves making and keeping up social contacts, exchanging news, informative and making decision with other people.

Characteristics of a successful speaking activity

According to Penny (2012) there are many ways to be successful in English learning. In this case, Penny Ur described the characteristic of a successful speaking activity. It consists of :

Learners Talk A Lot

As much as possible of the period of time allotted to the activity is in fact accuied by learner talk. Thats may seem obvious, but often most time is taken up with tachers talk or pauses.

Participation Is Even

Classroom discussion is not dominated by a minority of talkactive participants; all get a chance to speak, and contributions are fairly evently distributed.

Motivation Is High

Learners are eager to speak; because they are interested in the topic and have something new to say about it, or because they want to contribute to echieving a task objective.

Language Is An Acceptable Level

Learners express themselves in utterences that are rlevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Types of spoken English

It is a fact that students' speaking ability is obtained by conducting a speaking test as a technique that is classified as a measurement and as an instrument of measuring a sample of behavior. According to Richard (1997)The function which language serves in the expresin of 'content" we will describe as transactional, an that function involvedin expressing social relations and personal attitudes we will describe as interactional.

Intransactional

Interactional uses of language are those in which th primary purposes for communication are social. The emphasis is on creating harmonious interctions between participants rather than on communicating informationinfrmation. The goal for participants to make social interaction compotable and non-threatening and to communictive goodwill. Although information may be communicated in the process, the ccurate and orderly presentation of information si not the primary purpose. Example of interactional uses of language are greeting, making csual "chat" of kind used to pass time with friends or to make encounters with srengers comfortable. Brown and Yule suggest that language used in the interactional mode is listener oriented :

Transactional

Transactional uses of language ae those in which language is being used primarily for communicatinginformation. There are "message" oriented raher than "listener" oriente. Accurated and coherent communication of the messae is importnt, as well as convirmation that the message has been understood. Explicatedness and directness of maningis essential, in comparison primarily for a transactional purprise include new broadcast, lectures, description and interaction.

METHOD

Using qualitative research with descriptive approach, this research was designed to describe how the paticipants applied code-mixing during learning. The participants of this research were lecturers who teach speaking and 20 third semester students from English department of STAIN Kerinci. The instrumentsused to collect the data in this research were classroom observation, interview and documentation.

The observation was conducted to figure outthe application of code-mixing in classroom. During the observation, the researcher observed the way the lecturers taught speaking. The researcher also explored how the students made a conversation and in final

step of the observation the researcher analyzed how code-mixing presented by both students and lecturers during teaching and learning process. In conducting this step, the researcher was guided by an observation format.

Besides, to support data from observation, the researcher also conducted some interviews. Interview is a dialogue done by interviewer to get information from interviewee (Cresswell, 2009). This interview section was intended to identify the code-mixing performed by lecturer and student's. Specifically, it showed information about the way lecturers and students solved some possible problems arose during code-mixing. The interviews had been done in Indonesian language to avoid misunderstanding and misinterpretation from the students and lecturer in answering the questions given.

This research also utilized documentation to know the information about participants' condition, structure of organization or administrative condition of the research site. Documentation is a technique of collecting data that was used to investigate written objects like books, magazine, regulations, daily note, etc.

In analyzing the data gathered, the researcher took four steps as follow: (1) analyzing all data from the participants related to research questions. (2) reducing data. (3) coding process to get appropriate data. (4) classifying the data into some categories.

FINDINGS AND DISCUSSION

The code-mixing performed by students and lecturer

This part provides the findings related to an investigation of code mixing on speaking subject employed by lecturers and students of STAIN Kerinci. Data from the interviews shows that the lecturer used English about 75% and Indonesian language about 25% during teaching and learning process. The lecturer interviewees mentioned that this is their way in encouraging their students to speak in English. Moreover, it helps the students to get used to the patterns of intonation and the sounds of the language, in other words it provided English environment to the students. Below is the data from the interview.

"in learning process, I usually use English at first and after that I use Indonesian language in a few, I do this way to motivate and teach my students to use English in learning process....because of their speaking skill are still limited, so they often mix Indonesian language and English."

The lecturers tried to use English in classroom as much as possible, especially when they speak to students who were able to use English well. But, in fact the code-mixings were still performed by the lecturers. It mostly happened when they summarized the lesson. They mentioned that sometimes by mixing the language the students could understand the lesson better.

"...actually, code-mixing doesn't only happen to the students, but code-mixing also happens to myself, sometimes I didn't realized that I use Indonesian language when I summarized the lesson, answered and asked questions to my students."

The lecturers turned to code-mixing if the students got difficulty to understand what the lecturers explained. As the researcher quotes:

"in learning process, when I found some students look confused because of their difficulty to understanding the explanation. So I mix English with Indonesian."

Another reason of using Indonesian language was because the existence of minimal pair in a sentence. Minimal pair is the words that almost have similar sounds. The interview data showed:

"...when there is a word that minimal pair, so i translated that word to Indonesian, with the result that happened code-mixing"

This finding is supported by data from students' interview. Sometimes the students used 50% English in classroom. Data from the interview showed:

"I didn't frequently use English, it's only about 50% in English and 50% in Indonesian language. It because my English is still weak. My English skill is still limited, so I just blended my Indonesian and English,, yaa it is about 50%-50% English and Indonesian language."

The students also mostly used Indonesian language when they worked in group, or before or during performing a discussion in front of the classroom. They used Indonesian language when they wanted to ask or answer questions from their friends. Below is the interview result related to this issue.

"I combined Indonesian and English when doing discussion, exactly when I asked a question to group performed in front of class. when I answered a question, i didn't always use English. Sometimes I mixed that with Indonesian."

In this case, the form of language gap begins from weakness of listening skill of students and it forced the lecturers to repeat the words that have minimal pair. Automatically, the lecturer turns to code-mixing. In teaching and learning process on speaking subject there are some forms of language gap performed by the students; (1) lack of vocabulary. The students turn to code-mixing when they don't have any vocabulary in to be used in English.

"I mixed my language when I don't have any English vocabulary for a word. So I change it to Indonesian."

Based on the results of the interview, it could be concluded that the students perceived the lesson better when the words combined with Indonesian language, it made learning process became easier for them.

"....I feel learning English is easier to understand when it is mixed with Indonesian language."

The finding showed that the lecturers mostly used discussion method in delivering the lesson. The use of code mixing in fact motivated the students to speak up in discussion. By doing code mixing the students were encouraged to practice their English. They were not reluctant to speak due to their limited vocabulary.

"...I haven't to worry anymore to give a question or answered a question, because I can use English and Indonesian language at the same time."

This finding is supported by data from the observations which showed that the lecturers mostly used group discussion methods in teaching. It made the students interacted with their friends more than they did with their lecturers. Since most of students' proficiency in English is still low so it provided more possibility to code-mixing to happen.

The motivation done by students and lecturers to do code-mixing at speaking subject is a reflection of language gap. There are some forms of language gap detected in the discussion among the students or between students and the lecturers.

The first form is when the lecturer assumed the student is getting difficult to understand the lesson. So the lecturers combined English with Indonesian language. This is similar with one form of language gap that happened among student.

The second, lecturer will be turn to code-mixing when the sentence has a minimal pair. So, the lecturer has to repeat that word to Indonesian to make sure the word intended. Automatically code-mixing happens at that time.

The last form is lack of vocabulary, the students turn to code-mixing when they don't have any vocabulary in English to say or use in a sentence. This form is the prime reason that use by students not to practice their English. Sometimes students with limited vocabulary faced difficulty in arranging a good sentence.

CONCLUSION

Code-mixing on speaking subject at third semester English department were performed by lecturer and all of the students. The code-mixing happens to the lecturer when the lecturer asking to the students, answering the questions, perceive the answer and summarized the lesson. Those also happened to the students, but that make them different is the quantity and frequently of code-mixing happens to them. The code-mixing happened to the lecturer rarely and it about once or twice. In contrast, code-mixing happens often to students. Motivations students performed code-mixing in speaking class is language gap; students assumed the listener getting difficult or look like confused to understand and the students are lack of vocabularies.

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